Assessing the English Proficiency of Prospective J-1 Students & Scholars – WUSTL Department

The following assessment will help determine whether a prospective student/scholar has the necessary English proficiency for J-1 visa purposes. The candidate is choosing to submit this assessment in place of a score on a standardized test of English proficiency such as the TOEFL. Please answer all five of the questions below and complete the English Proficiency Checklist on the following page.

1. What is your basis for assessing the candidate’s listening and speaking skills (e.g., 20-minute face-to-face conversation)?

2. What is your basis for assessing the candidate’s reading and writing skills (e.g., a research paper)?

3. How long have you known the candidate, and in what capacity?

4. If you were not acquainted with the candidate before administering this assessment, how did you verify the candidate’s identity?

5. In terms of English proficiency, what do you think would be the candidate’s biggest strengths and weaknesses when living and studying in the United States?
English Proficiency Checklist

According to your best judgment, check the appropriate box for each numbered statement.

"Sufficient proficiency" indicates that the candidate would function effectively in English in the academic setting and in the community without English support.
"Limited proficiency" indicates that the candidate would most likely function effectively in English in the academic setting and in the community with English support through WUSTL's English Language Programs or other university/community resources.
"Insufficient proficiency" indicates that the candidate would not function effectively in English in the academic setting and in the community.

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<th>Question</th>
<th>Sufficient</th>
<th>Limited</th>
<th>Insufficient</th>
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<td>1. The candidate demonstrated understanding of the questions he/she was asked.</td>
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<td>2. The candidate spoke clearly and fluently (without pauses that interfered with communication) about everyday topics and academic topics.</td>
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<td>3. The candidate developed answers at least two or three minutes long in response to multiple open-ended questions about academic topics.</td>
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<td>4. The candidate demonstrated sufficient proficiency in academic- or research-oriented writing (excluding emails) to function independently on writing projects.</td>
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<td>5. The candidate demonstrated sufficient proficiency in academic- or research-oriented reading to function independently.</td>
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<td>6. The candidate demonstrated appropriate communication strategies for resolving misunderstandings as needed.</td>
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Comments (optional):

This checklist reflects the assessment I conducted for ____________________________

Name of candidate

on ____________________________.

Date

______________________________

Name and title of department interviewer

______________________________

Signature of department interviewer

______________________________

University email address or phone number of interviewer

English Language Programs, Washington University in St. Louis, 2012-2015